DOCUMENT RESUME

ED 256 739 SP 026 047

TITLE Professional Development Handbook.
INSTITUTION Idaho State Dept. of Education, Boise.
PUB DATE 84
NOTE 32p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Board of Education Role; *Inservice Teacher Education; *Program Development; School Districts; *Staff Development; State Programs; Teacher Certification; Teacher Improvement
IDENTIFIERS *Idaho

ABSTRACT

The Idaho State Department of Education has mandated a professional growth requirement for all certified educators and requires school districts to develop and implement a professional development plan. This handbook is designed to assist in the implementation of these requirements. The following topics are addressed: (1) professional development, as defined from a continuum perspective highlighting different stages of professional growth; (2) professional growth requirements for recertification; (3) the roles of the state department of education, the school district, institutions of higher education, professional associations, and the individual in professional development; (4) guidelines for credit for equivalent inservice training for recertification; (5) steps to be followed in developing and implementing a district professional development plan; (6) a sample district professional development plan; and (7) professional development standards for approval and accreditation. (JD)

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PROFESSIONAL DEVELOPMENT HANDBOOK

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

SP 026 047

PROFESSIONAL DEVELOPMENT HANDBOOK

Prepared by:

State Inservice Advisory Committee

and

Professional Standards Commission
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1984

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ACKNOWLEDGEMENTS

Grateful acknowledgement is extended to the following members of the State Inservice Advisory Committee and the Professional Standards Commission who assisted in the development of the Professional Development Handbook.

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PROFESSIONAL DEVELOPMENT

RATIONALE

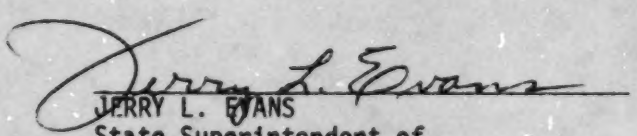
We who are involved in the profession of education must continue to learn and acquire better skills in order to keep current and informed in this time of rapidly expanding new knowledge.

Who knows all there is to know about the subjects we teach? And who has at present attained all the best skills in teaching? Every educator has room for improvement and everyone has much to learn about their area of instruction. Professional development is a need for all and those who participate in professional development will find themselves being more effective. We must continue to grow and develop our skills and knowledge.

It is believed that an on-going systematic program of professional development will improve the quality of education in Idaho.

It is further believed that all educators can improve their educational skills by participating in planned professional growth. The State Board of Education, effective September 1, 1984, approved: (1) a professional growth requirement for all certificated employees, and (2) requiring districts to develop and implement a professional development plan.

The purpose of this handbook is to assist school districts and certificated professional employees in the implementation of the requirements.



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DEFINITION: PROFESSIONAL DEVELOPMENT

Professional Development is used throughout this document to identify the concepts and is considered synonymous with professional growth, staff development, human resource development, continuing education, organization development and staff training.

It is believed that professional development is on-going and continuous. Therefore it is defined from a continuum perspective highlighting different stages of the professional growth of the educator.

PROFESSIONAL DEVELOPMENT: The gradual and continuing process of accumulating the knowledge, skills and sensitivity needed to function effectively in specified roles in particular school settings, commencing with entry into an approved teacher preparation program and terminating with retirement. The two major phases of professional development involve growth that occurs prior to assuming a formal teaching, specialist or administrative position and growth that occurs after assuming such a position.

PRE-SERVICE PROFESSIONAL DEVELOPMENT: As Phase I, this is the acquisition of the knowledge, skills and sensitivity needed to perform effectively upon entry into the schools. Generally speaking, programs leading to an initial level of professional development are offered by institutions of higher education and involve a core of work in the liberal arts and sciences, basic studies in the disciplines, basic studies in the profession and supervised field experience in schools.

IN-SERVICE PROFESSIONAL DEVELOPMENT: As part of Phase II, this is the acquisition of new and advanced knowledge, skills and sensitivity that enhance performance as a teacher, specialist or administrator subsequent to entry into the profession. Continued professional development occurs through both informal and formal learning experiences. Informal learning experiences include reading, exchange with colleagues, attendance at professional meetings and on-the-job experience. Formal in-service experiences are generally designed to satisfy specific staff development needs within a district or a state and usually are sponsored by a local district, a state agency, a professional association, or an institution of higher education. Some activities may be accepted by institutions of higher education for advanced certification or advanced degrees. Some districts also provide their own system of "credits" for inservice studies.

ADVANCED STUDIES: As a second part of Phase II, these are learning activities that are pursued by teachers, specialists and administrators to update and expand the knowledge, skills and sensitivity they bring to a school and community as professional educators and go beyond the in-service requirements of a given district or state. Generally speaking, advanced studies are designed to keep teachers and administrators abreast of current developments in their related fields of study and enhance the conceptual and theoretical base from which they operate. Programs of advanced study usually are offered by institutions of higher education and usually lead to an advanced certificate or degree.

(Requirement approved by State Board of Education, effective 9/1/84)

PROFESSIONAL GROWTH REQUIREMENT FOR RECERTIFICATION

17,3 Renewal of Certificates

All Idaho Certificates, except Life Certificates, must be renewed. Application for renewal of a certificate must be made on forms supplied by the State Department of Education or Division of Vocational Education. All applications for renewal must be made between January 1, and September 30, of the year in which the certificate expires.

All certificates except certain Vocational Specialist and Limited Certificates shall be renewed under the following conditions.

a. Submission of proper application and fee.

b. Submission of proof of continued professional growth consistent with the following State Board of Education Requirements.

i. Requirements for professional growth

(a) All certificated persons shall be required to complete at least six semester hours, or the equivalent, within five years prior to recertification.

(b) At least three semester credits shall be taken for university or college credit. Verification shall be by official transcript.

(c) Credits taken for recertification must be educationally related to the professional development of the applicant.

(d) Graduate or undergraduate credit shall be accepted for recertification. Credit must be college transferable and completed through an accredited college or university.

(e) All requests for equivalent inservice training to apply toward recertification must be made through the Office of Teacher Education and Certification upon recommendation of the local educational agency consistent with State Department of Education guidelines.

(f) At least fifteen clock hours of formal instruction must be given for each hour of inservice credit granted.

(g) Recertification credits may not be held from one recertification period to the next.

(h) Certificated personnel teaching in subjects outside of their major area of preparation shall be encouraged to complete the courses required for major certification endorsement.

ii. Professional Development Requirements

(a) Districts shall have professional development plans. Districts are strongly encouraged to use the State Professional Development Handbook in planning and implementing their professional development plan. The plan shall meet district and staff needs.

(b) All certificated personnel are encouraged to develop an individual professional growth plan.

The recertification requirement shall become effective September 1, 1984. Applicants for renewal of certificates which expire after September 1, 1984 shall be notified of the recertification requirement when their new certificate is issued.

For example, if a person's certificate expires in 1985, that person will have from 1985 to 1990 to complete the credit requirements. A person whose certificate expires in 1986 will have from 1986 to 1991 to complete the credit requirement, etc. The recertification requirements will be stated on the teaching certificate.

It is the responsibility of the applicant to complete and submit to the Office of Teacher Education the Verification of Completion of Equivalent Inservice Training as well as the official transcript. These documents should accompany the application for recertification.

Professional Development Roles

Role of State Department of Education in Professional Development

1. Administer the recertification requirement as part of professional development.
2. Recertify applicants upon completion of requirements.
3. Verify professional development plans through the approval and accreditation process.
4. Provide technical assistance to districts in development and implementation of professional development plans.
5. Delivery of inservice workshops upon request when feasible.
6. Assist in coordination of regional or multi-district professional development activities.
7. Maintain file of professional development plans.

Role Of District In Professional Development

1. Provide leadership in the development and implementation of a district professional development plan.
2. Assist staff in development and implementation of individual growth plan.
3. Establish a representative district professional development committee (See page 17).
4. Clearly identify, annually, for all certificated personnel, the state and local requirements for recertification.
5. Provide for participation in district, regional, and university/college professional development workshops and credit courses.
6. Conduct an annual needs assessment of certificated personnel of professional development needs/desires and formulate priorities.
7. Maintain records of professional development and set up a documentation/verification procedure for all certificated personnel.
8. Identify for the State Department and universities/colleges the district personnel who are qualified and available to serve as in-service workshop instructors and/or adjunct university instructors.

Role Of Institutions Of Higher Education In Professional Development

1. Assist districts in the determination of professional development needs.

2. Delivery of university/college coursework.

3. Assist districts in designing and providing credit or non-credit courses, activities or workshops that are specially designed to meet their individually determined needs.

4. Assist in the coordination of regional or multi-district professional development activities.

5. Provide official verification as needed of the participants' successful completion of any given staff development activity.

6. Provide research and other technical assistance to districts in the development and implementation of professional development plans.

Role of Professional Associations

Professional associations and organizations are active in providing their constituent groups with opportunities for professional development and provide a valuable service.

1. Assist districts in the determination of professional development needs.

2. Delivery of inservice workshops, credit courses and other professional development activities upon request when feasible.

3. Assist in coordination of regional or multi-district professional development activities.

Role Of The Individual In Professional Development

In order for a professional development plan to work, the individuals who are recipients of the plan must show a commitment to the plan by:

1. Being involved with the development.

2. Being involved with review and revision.

3. Supporting the plan.

4. Working cooperatively with peers.

GUIDELINES FOR CREDIT FOR EQUIVALENT
INSERVICE TRAINING FOR RECERTIFICATION
(HEREINAFTER CALLED INSERVICE CREDIT)

1. Each inservice credit shall require not less than fifteen (15) clock hours of formal instruction. One or more topics may compose an inservice credit as approved the the local Professional Development Committee.

2. Inservice credit, as with college credit, shall be educationally related.

3. Three inservice credits are the maximum allowed for a recertification period.

4. Request for inservice credit shall be made through the professional development committee of the local school district or educational agency.

5. Inservice credits shall be reported to the Office of Teacher Certification, Idaho Department of Education on forms provided by that office.

6. Inservice credit forms must be signed by the local district superintendent or designee and the chair person of the local professional development committee.

7. When the inservice training is conducted as a joint action of two or more school districts and/or educational agencies, the district of employment shall assume responsibility for verifying their employees inservice credit to the state.

8. All local school districts must file a district professional development plan with the Office of Teacher Education by September 1, 1985 and must file an updated plan each year thereafter.

9. Persons not employed by an Idaho school district may be accepted into the inservice program of a local school district at the option of the school district (verification by submission of "Certification of Completion of Equivalency Inservice Training" form). Those persons not accepted into a local school district inservice program and those persons who elect not to participate in a local inservice program shall be required to complete all recertification credits at a college or university. (Verification shall be by official university/college transcript.)

VERIFICATION OF COMPLETION
OF EQUIVALENT INSERVICE TRAINING
Idaho State Department of Education

The following individual has successfully completed a professional development study and is entitled to equivalency credit for recertification as noted:

Full Name:

Home Address:

Description: Title of Inservice

Inclusive Dates (Month, Day, Year):

School District or Agency Conducting Inservice:

Inservice credit hour equivalent _____ (at least 15 clock hours of formal instruction is required for each hour of inservice credit granted)

_____ _____

Superintendent or Designee Professional Development Chairperson

NOTE: This verification certificate must be filed by the applicant with the Office of Teacher Education and Certification, Idaho State Department of Education, if recertification credit is desired. This form should accompany the application for recertification.

SUGGESTED STEPS TO BE FOLLOWED
IN DEVELOPING AND IMPLEMENTING A
DISTRICT PROFESSIONAL DEVELOPMENT PLAN

Development of a Plan

ACTION STATEMENT	PERSON RESPONSIBLE	DATE OF COMPLETION
I. DEVELOPMENT OF A PLAN A professional development plan should be drawn up with input and representation by the group or groups who are recipients of the plan. Involvement by the staff in the development and implementation of the plan will bring commitment and support to the plan and the associated activities. The development of a plan might best be accomplished as follows:		
A. Set up a small library of professional development plans and accompanying materials.		
B. Consider the need for some consultant assistance in developing a tentative plan.		
C. Appoint a person or group of people (depending on your district size, etc.) to review literature in library and write up a tentative proposed plan that seems appropriate to the district.		

ACTION STATEMENT	PERSON RESPONSIBLE	DATE OF COMPLETION
D. Print copies of the tentative proposal, distribute copies to those who will be participants in professional development, and review the proposal with them.		
E. Consider the suggestions made and rewrite or clarify the portions of the plan that need improvement.		
F. Copies of finalized plan given to staff reviewed with them, and support of the plan sought.		

ACTION STATEMENT	PERSON RESPONSIBLE	COMPLETION
II. COMPONENTS OF THE DISTRICT PLAN If a plan is to be successful and produce positive results for the district, the plan must be accepted and supported by those involved in receiving the products of the plan. The plan might well include the following components:		
A. Commitment by the Board of Trustees:		
1. Approval of a policy requiring professional development		
2. Support the purposes, goals or objectives of the plan		
3. Personally engage in self development		

ACTION STATEMENT	PERSON RESPONSIBLE	COMPLETION
B. Commitment by the administrators to:		
1. Build into the annual budget money to support professional development		
2. Understand, accept and support the professional development plan		
3. Provide a supportive role in the implementation of the plan		
C. The development activities will be based on needs assessment:		

ACTION STATEMENT	PERSON RESPONSIBLE	COMPLETION
1. Periodically conduct a professional development needs assessment study		
2. The activities approved for the yearly professional development plan will be based on identified needs established through a needs assessment study		
3. Teachers will be surveyed annually to determine their perception of which activities would be helpful to them in resolving the needs identified in the Needs Assessment Study		
D. Criteria for evaluating proposed development activities will be established		

ACTION STATEMENT	PERSON RESPONSIBLE	COMPLETED
1. Local building or the district will propose a development activity		
2. Proposals evaluated against the established criteria		
3. Proposals approved by the local building (committee or entire staff) before submission to a district committee		
E. District professional development committee will evaluate proposals and those approved will be referred to the district administration with the recommendation that the proposals be implemented.		
F. Activities will be monitored and evaluated.		
G. Inform the community of the identified needs and the development activities undertaken to resolve those needs.		

ACTION STATEMENT	PERSON RESPONSIBLE	COMPLETED
H. District professional development plan will be systematically planned and have long range directional goals and objectives. The plan will be correlated with curriculum development in the district.		
I. The development plan activities will be open and available to all employees of the district.		

SAMPLE PROFESSIONAL DEVELOPMENT PLAN

THE DISTRICT PROFESSIONAL DEVELOPMENT PROGRAM

FOR

_____ SCHOOL DISTRICT

MISSION, GOALS, OBJECTIVES, AND EXPECTED OUTCOME OF THE PROFESSIONAL DEVELOPMENT PLAN

MISSION STATEMENT

The mission is to develop people: administrators, teachers, parents, and students. People are our most valuable resource and we must focus on their growth and development.

GOAL

Create an environment where people want to grow

OBJECTIVES

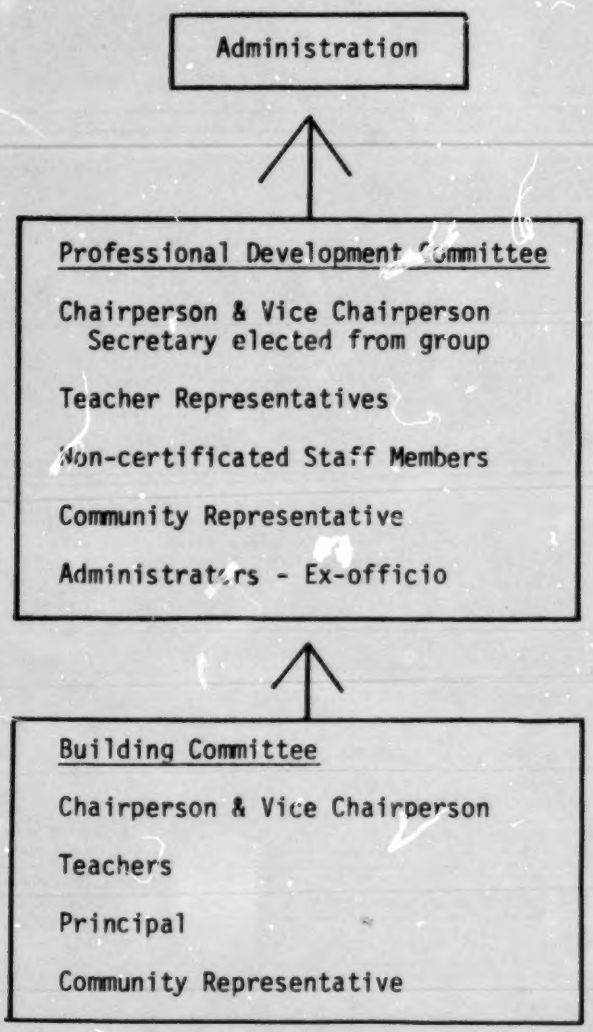
1. increase teacher's ability to teach
2. increase administrator's ability to lead and administer
3. assist supportive staff members in more effectively doing their job
4. increase the Board of Trustees effectiveness in policy making and in making decisions related to district policy

EXPECTED OUTCOMES

1. increase in student performance
2. improved school - community relations
3. improved staff self-concept
4. improved staff interpersonal relations

ORGANIZATION FOR PROFESSIONAL DEVELOPMENT

The following organization structure for staff development will exist in _____ School District



Components of Professional Development Plan

The professional development plan will consist of:

1. Commitment by Board of Trustees to:

   a. understand and support the mission, goal, and objectives of professional development.

   b. accept trustee development as essential to professional development.

   c. support objectives that are based on student needs.

2. Commitment by Administrators to:

   a. build into yearly budget money to support professional development.

   b. understand, support and be involved in total staff development (personal development and support of the total program).

   c. accept and support broad-based decision making.

   d. provide supportive role in team management.

3. A Needs Assessment Based Foundation

   a. The school(s) or district will periodically conduct a needs assessment study.

   b. The high priority items identified in the needs assessment will form the basis for the major activities in the professional development plan.

   c. Teachers will be surveyed annually to determine their perceptions of needs regarding development activities that will best help themselves to meet the identified learner needs.

4. Staff Involvement in Planning Professional Development Activities

   a. A yearly professional development plan will be made by:

      (1) considering learner needs,

      (2) surveying teacher perceptions of how to meet needs, and

      (3) involving staff in planning activities that will help resolve learner needs.

   b. The building committee will submit proposals for professional development activities to the professional development committee.

c. The professional development committee will review all proposals and after considering the various aspects of money available, quality of proposed activity, scheduled time, credit, etc., will make a recommendation to administration.

5. Monitoring and Evaluating Professional Development Activities

   a. Every professional development activity will be evaluated and the data recorded. (As a minimum, participants should be included in the evaluation of activities.)

   b. An over-all professional development evaluation will be made each May and reported to the Board of Trustees.

6. Community Understanding

   a. Through the Community Representatives and communication to the public, the professional development program will be communicated to patrons of the school district.

7. A Reward System -- Staff will be rewarded by:

   a. advancement on salary schedule through obtaining additional training.

   b. professional growth - personal satisfaction.

   c. reduced cost in obtaining university credits.

8. Organized and Systematic Long Range Planning

   a. The professional development will be systematically planned and have long range directional goals and objectives that will resolve identified learner needs.

   b. Professional development will be correlated with curriculum development and improvement.

9. Comprehensive

   a. Professional development will be available to all employees in the school district and for substitute teachers.

   b. Generally, professional development activities will be provided at a time when staff are available, and held within the school district.

SUGGESTIONS FOR INDIVIDUAL PROFESSIONAL GROWTH PLANS

The following suggestions are included to assist in the development and implementation of an individual growth plan:

1. Develop a written plan based on a five year cycle consistent with long range professional goals and interest. Consider district needs in the development of the plan.

2. Base the program on needs as determined through self-evaluation or career needs and interest.

3. Specifically indicate the following:

   a. Goals to be pursued

   b. Intended activities to be pursued

   c. Time for completion

4. Subdivide the plan into one year increments and list the intended activities to be pursued each year.

5. If desired, review the plan with other individuals, such as colleagues, for input.

6. File the plan with the district professional development committee (will assist the district in planning district or building professional development activities).

7. Review the plan annually and modify the plan as needed.

FUNDING PROFESSIONAL DEVELOPMENT

Professional development is an important activity in America's public schools. It is believed that an additional financial effort in professional development will improve the effectiveness of instruction in the State of Idaho. The following areas may be considered by school districts:

1. Evaluate the amount presently expended in the areas of professional development. How many dollars are expended annually? Consider reallocation of funds as part of the professional development plan.

2. Many professional development activities are a legitimate expenditure of Chapter 2 funds. Consider applying for Chapter 2 funds as well as other eligible federal funds (i.e., Special Education - VI-B, Chapter 1, etc.)

3. It is suggested that districts participate in the cost of workshops where recertification credit is granted. Establish a district policy requiring expenditures of funds for professional development activities.

4. Establish professional development as a high priority item as the district budget is developed. Consider all available revenue sources.

5. Consider assisting in the cost of delivery of services for equivalency credit provided by the district. Also, schedule time to allow for professional development activities.

6. Support development of legislation to fund district professional development activities as part of the State Foundation Program.

PROFESSIONAL DEVELOPMENT STANDARDS

FOR

APPROVAL AND ACCREDITATION

(To be included as part of the elementary approval process, the middle school, junior high and high school accreditation processes.)

STANDARD IX
PROFESSIONAL DEVELOPMENT

Preliminary Statement

An on-going systematic program of Professional Development should exist in all school districts. Each school district should develop and implement a systematic plan for Professional Development for all personnel including professional teaching staff, non-certificated staff and administrative staff. Further, the district should provide leadership in the development and implementation of individual professional growth plans.

PROFESSIONAL DEVELOPMENT

Standards

A. Professional Development

All Idaho public schools shall develop and implement a District Professional Development Plan.

Recommendations

A. Professional Development

Districts should develop and implement the Professional Development plan based on the State Department of Education "Professional Development Guidelines" Handbook.

B. Developing and Implementing the Plan

1. The plan should be developed with input and representation by people who are participants of the plan.
2. The board of trustees should approve a policy requiring professional development.
3. Adequate funding to support the plan should be included in the budget.
4. Periodically conduct a professional development needs assessment study.

5. The activities approved for the professional development plan should be based on identified needs established through a needs assessment study.

6. Survey professional educators annually to determine which activities would be helpful in resolving the needs identified in the Needs Assessment Study.

7. Establish a representative district professional development committee.

8. Develop a system for approving and implementing professional development activities on either the local building or district level.

9. Develop an evaluation procedure for professional development activities.

10. Inform the community of the identified needs and the development activities undertaken to resolve those needs.

11. Correlate the professional development plan with long range goals and objectives and with the curriculum program of the district.

C. Individual Professional Growth Plans

1. Provide leadership in assisting educators to develop individual professional growth plans based on the "Professional Development Guidelines" Handbook of the State Department of Education.

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